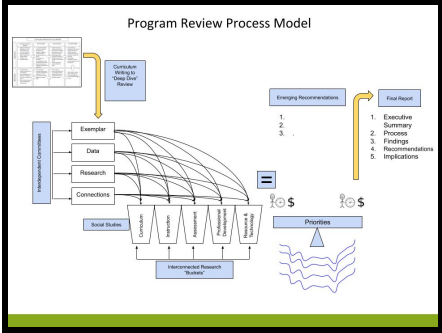


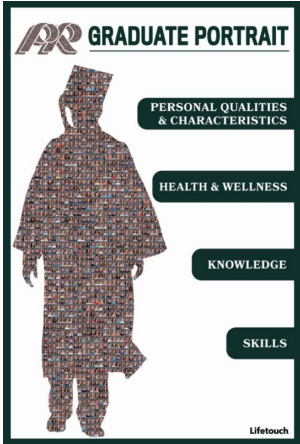
**Pine-Richland School District
Key Initiatives Quarterly Update(January 2020)**

Topic	Progress/Next Steps
<p>In-Depth Program Review Study Phase: English Language Arts; Library; Music</p>	<p>Throughout the start of the 2019-2020 school year, we have engaged our committees in the study phase for English Language Arts, Library, and Music. These committees have met five times to date and are on track for finalizing recommendations and reports for the May 4, 2020 presentation.</p> <p>Each of the committees has conducted the majority of their independent work, and have continuously reported out to the larger in-depth program review committee to inform the interconnections and to create emerging recommendations. For example, as the connections committee holds conversations with community partners, topics are suggested back to the research team for further exploration. Themes emerging from this work are captured in “buckets”, which eventually are aggregated further into specific recommendations.</p>  <p>The diagram, titled "Program Review Process Model", illustrates a multi-stage process. It begins with "Data Collection" leading to "Data", "Research", and "Connections". These lead to "Emerging Recommendations", which are then processed through a "Priority Matrix" (represented by a funnel) to produce "Final Report". The final report includes an "Executive Summary", "Process Findings", and "Recommendations Implications".</p> <p>During the February meetings, the team will be able to analyze data collected from student focus groups and the Town Hall sessions, to be held on February 19, 2020. The focus groups and town hall allow for two-way communication with stakeholders and help the committee to understand community values and desires around the departments in review. This input, along with the recommendations emerging from the committees, are considered in terms of the Action Priority Matrix to weigh effort versus impact. Those final recommendations are formalized within the report and presentation and shared with the board and community during a special academic achievement committee meeting.</p>
<p>In-Depth Program Review Implementation Phase: Science; Health & PE; Math; Business & Computer Science; Social Studies; Gifted and/or Highly Achieving</p>	<p>Building administrators, senior leadership team members, ALC members, and teachers are implementing the recommendations from the in-depth program reviews in Science (2016-17), Health/PE (2016-17), Mathematics (2017-18), Business/Computer Science (2017-18), Social Studies (2018-19), and Gifted and/or Highly Achieving (2019-20). Each department is monitoring the implementation process through shared action plans in GoogleSheets, whereby each recommendation has been assigned a tab with specific measurable action steps defined. As action steps and recommendations are completed, action plan tabs are color-coded to reflect the state of readiness (e.g red = significant work still needed; yellow = some work still needed; green = complete).</p> <p>Significant progress is being made in each of these departments, with those in the initial years reflecting the most change and progress towards full implementation. Engaging the ALC members, principals, and teachers across each department has amplified the impact of the work and has increased the pace at which we are able to move each recommendation into practice. We have established quarterly action plan meetings with the leadership teams for each department engaged in the implementation phase to prioritize and take action on each of the next steps.</p> <p>During quarter two, a K-12 group of social studies teachers and administrators created a professional development session to deepen teachers' understandings of the 10-Themes and C3 Framework. This professional development opportunity will be delivered to all</p>

teachers in January. The business/technology teachers finished the K-3 curriculum revisions and are now moving to grades 4-8. Additionally, a team has formed and met to outline action steps toward the completion of specific criteria for identifying students for course or grade acceleration. Teachers of the gifted have also taken steps to increase exposure to authentic, real-world learning activities. A Collaboration Classroom at PRMS will be unveiled in the spring. This room will be used by all students but will serve as the main gifted education classroom for exploration, discovery, and collaboration. Through the continued science department work, phenomenon-based learning experiences are being integrated into all science courses K-12. Finally, during quarter three, initial tasks will be developed to begin to address the cultural and diversity topics identified through the social studies review.

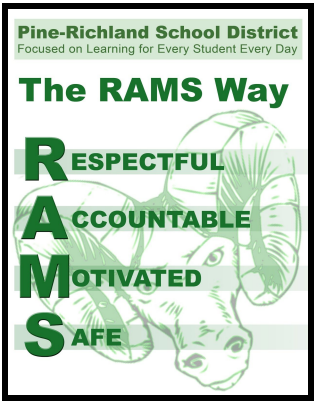
PR Graduate Portrait

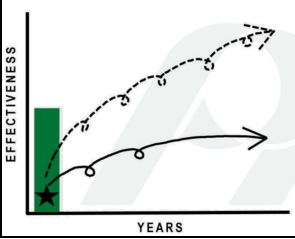
At our opening kick-off, we had the opportunity to launch the **PR Graduate Portrait** through our six student speakers. We know that a quality education includes more than knowledge and skills. The image to the right is comprised of small pictures of actual PRSD students and reflects the four major domains: **knowledge; skills; health & wellness; and personal qualities & characteristics**. More importantly, the four main categories or dimensions reflect the well-rounded expectations of a quality educational experience. Each of those categories then identifies more specific elements. Beginning with Health & Wellness, the **PR Graduate Portrait Challenge** was launched in January. Over 180 students, staff, parents and community members accepted the challenge! Over the next three months, each dimension will receive a specific focus. The goal is to increase awareness and engagement with the concepts and skills.



The RAMS Way

On June 6th, 2019, the Department of Student Services and Special Education along with each building level team held their first kick-off training for the implementation of **The RAMS Way**. This was followed by a second kick-off session held on August 20th. Following the session on the 20th, the district implemented the RAMS Way at each building. Behavioral matrices, acknowledgment systems, and lesson plans have since been rolled out at each building. Each building has implemented in various environments. The high school has focused on attendance but will begin cafeteria implementation this month. All other buildings have experienced some level of implementation in all environments. This semester will focus on refresher activities to maintain enthusiasm and momentum. In February, the building level teams will be engaging in training regarding data analysis and decision making. This will increase the effectiveness of the RAMS Way meeting process.



<p>Individual Professional Development Plan</p>	<p>Based on input from a broad cross-section of district staff, a district committed developed an Individual Professional Development Plan (“IPDP”) template so that all 500 employees - regardless of position or role - could develop a personalized plan. The major categories of the template include areas of focus aligned to the following: district; building; department/grade level; personal; technology; and regulatory/compliance. The IPDP was rolled out to all employees during the in-service days at the beginning of the school year. Each individual staff member created a plan and submitted it to their relevant supervisor for review. The basic purpose of this initiative is to promote increased effectiveness over the years through personal and professional growth (see image). The individual plans also promote a high level of integration and alignment between the PRSD Strategic Plan and each individual staff member in the district. Administrators and department chairs have been referencing the IPDPs with staff throughout the first semester. With the conclusion of the first semester, administrators will be checking-in with staff to monitor progress towards goals and identify any additional supports an individual employee may need to help them attain their goals. Mid-year updates to the IPDPs will be made as necessary.</p> 
<p>Student Information and Financial Software System Evaluation</p>	<p>The Student Information System (SIS) and Financial Software System (FIS) form a backbone for day-to-day operations within the district. These systems support key processes, such as centralized registration, student attendance, grades, medical records, discipline records, meal plans, teacher assignments, and financial record-keeping, teacher employment data, payroll and employee benefits and accounts payable. The current platform is eSchool and eFinance provided and hosted by PowerSchool (formerly Sungard).</p> <p>The recommendation was made to transition the SIS to SapphireK12. The migration represents an opportunity to review workflows such as online registration and student attendance to update processes and reshape thinking to increase efficiency. Additionally, the recommendation was made to transition the FIS to Tyler InfiniteVisions. The system is designed with a large number of online workflows that are customizable and scalable to increase efficiency and provide enhanced reporting. The InfiniteVisions system includes robust features in the HR and Payroll modules which will provide for document management and automated tracking of information such as clearances, certifications, and personnel/position data. Technology and the business office has been diligently following a detailed project migration plan. There are several major training milestones between January and July 2020. The “Go Live” date for both systems is set for July 1, 2020.</p>
<p>School Safety and Security</p>	<p>The district continues to take a strategic approach to the topic of school safety and security. The district shared an overview of school safety and security, which can be found via this link. We know that incidents of school safety and security raise many questions and feelings with students, staff, families and the community. This is true whether the incident is specific to our community or connected to other parts of the region or country. Fostering a safe and positive school environment sets the foundation for learning. As a district, we focus on a wide range of actions to strengthen that culture.</p> <p>Experts agree that many aspects of safety and security, such as preventative measures and response protocols, should not be publicly discussed. However, the district has initiated many proactive approaches to address and improve safety and security within the school district. Examples include: the Emergency Operations Plan (EOP) and Memorandum of Understanding with Law Enforcement are adopted bi-annually; there has been an increase in Safety and Security Coordinators and the use of third party Security Staff; construction of enclosed vestibule entrances; extensive technology resources; increased drills and training;</p>

	<p>development of a safety curriculum for students; increased mental health services; and continued communication with staff, students, and the community through various resources.</p> <p>When a specific incident occurs, a threat assessment is conducted with law enforcement and other relevant agencies to determine next steps. A series of heightened security procedures are implemented based on the details. The investigation is then conducted by relevant administrators and/or law enforcement officials. Within the confines of state and federal laws, the district also communicates with stakeholders in a timely manner with updates as appropriate (e.g., FERPA).</p>
<p>Building-Specific Goals</p>	<p>Under the Pursuit of Excellence category in the strategic plan, each of the buildings has targeted a meaningful and strategically-aligned goal. These goals have been developed to span the four year time period in a progressive sequence to ensure a sustainable impact over time. As with all of the goals on our strategic plan, a monitoring and measurement system has been developed to ensure successful implementation of each initiative as it is mapped for the 2019-2020 school year. As such, each building has developed a specific action plan and are engaging the relevant team members at the building in taking action and measuring progress for each initiative. Those goals include:</p> <ul style="list-style-type: none"> ● PRHS: Aligned with Middle States, (1) increase staff-parent communication and engagement to strengthen understanding of course learning goals and learning activities and (2) reduce the number of students with frequent absences. ● PRMS: Aligned with Schools-to-Watch, evaluate and revise the purpose and programming within the academic support period to address the needs of all students. ● EHUES: Design, implement and continuously improve RAM Time programming for students who remain in the biome during pull-out intervention and enrichment. ● HES: Develop, execute, and refine common intervention and enrichment time for ELA, Math, and Social and Emotional needs. ● RES: Develop, assess, refine, and improve STEAM programming opportunities for K-3 students at Richland Elementary School. ● WES: Refine the data-driven, systematic, aligned approach to targeted supports and enrichment during a scheduled RAM Time.

<p>Baldrige Performance Excellence Program</p>	<p>As long-term goals within the Pursuit of Excellence category of the Pine-Richland School District Strategic Plan, the district is: (1) Utilizing the Mid-Atlantic Alliance for Performance Excellence (MAAPE) and Baldrige Performance Excellence (BPE) programs for continuous improvement and organizational excellence and (2) Developing, refining and monitoring a comprehensive system of performance measures to monitor.</p> <p>Per the NIST/BPE website, <i>“the Baldrige Program educates organizations in performance excellence management and administers the Malcolm Baldrige National Quality Award. We are the nation's public-private partnership dedicated to improving the performance of U.S. organizations. Our main focus areas are to (1) Help organizations achieve best-in-class levels of performance; (2) Identify and recognize role-model organizations, and (3) Identify and share best management practices, principles, and strategies.”</i> In other words, the BPE framework helps us understand: <i>“Are we doing as well as we could? How do we know? What and how should we improve or change?”</i></p> <p>Pine-Richland will submit an application to MAAPE in early March 2020. This application summarizes the key processes and results of the district. The application begins with an overview of the district's organization profile (i.e., educational programs and services; mission, vision, values; organizational structure; students and parents; key partners; competitive environment; and strategic context). In addition, several members of the district will again receive comprehensive training with the Baldrige Performance Excellence framework and participate as examiners in this program. More information about this process and application can be viewed via this link.</p>
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